**Understanding Phonological Awareness**



**Module 1, Activity 2**

Directions: Download and, if possible, print a copy of *Put Reading First* onto your computer. First, read the *Introduction* section. Then, to help you understanding the meaning and importance of phonological awareness in learning how to read, please read the *Phonological Awareness Instruction* chapter, pages 1-9. When you have completed this, answer the following questions to test your knowledge.

1. In your own words, define phonological awareness.

2. How many phonemes do you hear in the word bell? What are they?

3. Which of the following activities shows a child demonstrating phonological awareness?

1. Singing the “abc” song.
2. Recognizing and saying the letter name t at the end of the word cat.
3. Recognizing that the words mango, map and melon all start with the sound /m/.

4. How is phonological awareness different from phonics?

5. Phonemic awareness falls under the bigger category of phonological awareness. Phoneme blending and phoneme segmentation are both examples of phonemic awareness skills.

 What would be an activity you could use to teach phoneme blending?

 What would be an activity you could use to teach phoneme segmentation?

6. Phonemic awareness also helps students learn how to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

7. What type of instruction will have the greatest impact on students’ learning to read?

1. Modeling how to blend and segment sounds in words before asking the students to do so.
2. Starting with easier activities such as identifying the first and last sound in words.
3. Working in small groups, especially when students are having difficulty learning phonological awareness.
4. All of the above.